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ABSTRACT

The primary aim of this minimum essentials course guide for grade 11 English is to increase students' confidence and sense of worth by allowing them opportunities to experience success in listening, speaking, reading, and writing. The five goals of highest priority are (1) to help students listen effectively, (2) to help students speak effectively, (3) to foster an interest in reading, (4) to help students develop appropriate skills for writing sentences and paragraphs, and (5) to help students develop wide speaking, listening, reading, and writing vocabularies. To encourage an awareness of society and its values, the following goals were given high priority: to develop in students a range of reading and study skills, to provide students with opportunities for writing various types of prose, to encourage a critical examination of mass media skills, to extend students' knowledge of self and society through literature, and to provide opportunities for students to express themselves creatively. Another set of goals that should be emphasized only after students are well on their way to mastery of the first two sets of goals are primarily based around literature. Five sequential themes appropriate to students' interests serve as focal points around which content and experiences are organized: man and himself, communicating with society, influence of the media, man and his community, and man and his world. The thematic units include thematic concepts, learning outcomes, activities, and some suggested sources. (HOD)

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ENGLISH 11

Minimum Essentials

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MARCH 1981

SCHOOL DISTRICT No. 57 (PRINCE GEORGE)

MODIFIED COURSES

School District 57 Policy and Regulations entitled "Modification of Approved Courses" apply to English 11 (M.E.). The principal of the school offering English 11 (M.E.) must therefore approve the course as it operates within the school.

This guide is intended as a basic for English 11 (M.E.) but must be adapted to meet the specific needs of students in a particular school. The sections which suggest the type of students for whom the course is intended, and the deliberation and care with which students are selected, taught, and promoted, should be particularly useful in assisting schools to develop their own minimum essentials courses based on the model presented within.

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Dave Speck	D.P. Todd Secondary School
Bob Strain	Assistant Coordinator: Curriculum Development and Implementation

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GOALS OF ENGLISH 11 (M.E.)

In keeping with the philosophy of the Secondary Guide: English 8-12 (Revised 1978), "modified courses will retain essential content, consistent with the goals, outcomes and sequences prescribed for the Secondary English Program." (p. 23). The goals for English 11, presented on pages 7 - 20 of the Secondary Guide, thus form the basis of the goals of English 11 (M.E.).

The primary aim of English 11 (M.E.) is to increase the students' confidence and sense of worth by allowing them opportunities to experience success in the four major facets of communication: listening, speaking, reading, and writing. Successful experiences in these areas will do much to increase the likelihood of students completing their formal education.

Candidates for English 11 (M.E.), who may have experienced failure in English more often than success, can therefore expect to find in English 11 (M.E.) a course which covers the core curriculum as well as focusing more on the student than on the course content.

The essential difference between English 11 and English 11 (M.E.) lies in the degree of emphasis given each goal. The emphasis given each goal in English 11 is stated in the learning outcomes listed on page 36 of the Secondary Guide. The significance of each goal in English 11 (M.E.) has been indicated by placing it into one of three categories. The order of importance within a particular category depends on the needs of individual classes.

Five goals can be ranked as being of highest priority. These five promote basic skills required for effective membership in society. They include:

Goal 1: Help students to listen effectively

Goal 2: Help students to speak effectively

Goal 3: Foster an interest in reading

Goal 5: Help students to develop appropriate skills for writing sentences and paragraphs *

Goal 7: Help students to develop wide speaking, listening, reading, and writing vocabularies

In an opinion poll conducted in Prince George in 1980, 92% of the parents surveyed stressed the importance of the above goals in promoting basic literacy. 75% of the parents ranked the goals categorized below as being of high priority. The following goals encourage an awareness of society and its values:

Goal 4: Develop in students a range of reading and study skills

Goal 6: Provide students with opportunities for writing various types of prose

Goal 8: Encourage a critical examination of mass media skills

Goal 10: Extend students' knowledge of self and society through literature

Goal 14: Provide opportunities for students to express themselves creatively **

* Goal 5 is modified above so that the writing of essays by English 11 (M.E.) students is not a priority.

** Goal 14 is modified to emphasize creative expression rather than writing in a variety of genres.

A third category of goals to be presented in English 11 (M.E.) includes those which should be emphasized only after students are well on their way to mastery of the first two sets of goals. These extension goals are primarily based around literature.

Goal 9: Encourage students to read and enjoy literature, past and present

Goal 11: Increase students' knowledge of literature, past and present

Goal 12: Increase student's ability to read literary works in depth.

Goal 13: Develop students' knowledge and understanding of Canadian Literature.

ENTRANCE CRITERIA FOR ENGLISH 11 (M.E.)

1. English 11 (M.E.) is designed for the student who is motivated, but who is highly frustrated by the regular program, i.e. the student who has demonstrated difficulty meeting the requirements of the regular program but who will make an effort to overcome his/her deficiencies. It is not designed for the lazy student who is capable.

2. Prior to admission, the student's suitability for the course and potential for success will be considered through an examination of his/her previous English grades, performance on school and district tests such as Gates-MacGinitie, and other relevant data included in his/her Permanent Record file.

3. English 11 (M.E.) is not a last minute dumping ground for students who are failing regular courses. Normally, students may not enter English 11 (M.E.) once 25% of the course has been completed or after the interim report.

4. Students accepted in English 11 (M.E.) may be informed that an interim review of their performance may lead to their placement in a more suitable course at that time.

5. In accordance with School District Policy - Modification of Approved Courses, - parental approval must be obtained prior to enrollment in the course.

6. In accordance with Schools Department Circular #23, students enrolling in English 11 (M.E.) will be informed of its purposes and the method of recording achievement prior to enrollment in the course.

6.1 Students will also be informed that credit for Minimum Essentials courses does not satisfy entry requirements at provincial universities. Those wishing to proceed to university will be advised to complete English 12.

7. Class sizes should be significantly smaller than regular English classes.

STUDENT PROFILES

The Student for whom English 11 (M.E.) is Designed

* demonstrates a personal commitment towards the completion of graduation requirements.

* will be a hard-working individual, as documented by past experiences, but may have experienced low or declining English grades.

* may have failed English 10 or English 11, and requires a new approach in, rather than a repeat of, a course.

* will have demonstrated a co-operative classroom attitude.

The Student for whom English 11 (M.E.) is not Intended

* demonstrates little motivation towards the achieving of the goals of the course.

* makes little effort to complete minimum requirements of assignments

* attends erratically

* is a disruptive influence in the class

CREDIT AND REPORTING IN ENGLISH 11 (M.E.)

1. For purposes of reporting to parents, students enrolled in modified courses must be graded on a scale identical to students in regular courses. School District #57 Policy, Modification of Approved Courses.

2. For purposes of the Senior Secondary School Graduation Statement (Dogwood Certificate) students enrolled in English 11 (M.E.) and English 12 (M.E.) will have their achievement recorded on a basis of "P" (passed) or "F" (failed). School District #57 Policy, Modification of Approved Courses Schools Department Circular #23.

   2.1 P = letter grades: A, B, C+, C, C-
   F = D, E

3. For purposes of internal school administration and for all local forms such as report cards and transfer records, the designation "M.E." or "Minimum Essentials" must be affixed to the course numbers to indicate modification.

4. Students will receive credit for English 11 (M.E.) if they:

   4.1 work hard throughout the year

   4.2 demonstrate improvement in skill development

   4.3 have a chance of success in English 12 M.E.

   4.4 conform to the criteria of the School district 57 Functional Literacy checklist on page 46.

5. It is strongly recommended that an interim report be completed for each student in English 11 (M.E.) with an emphasis placed on work habits, attendance, and attitude rather than letter-grade achievement.

6. After a review of the interim report, students enrolled in English 11 (M.E.) but who are found not conforming to the student profile on page 8 should be informed that they no longer qualify for English 11 (M.E.) and must be re-programmed.

PROMOTION POLICY

1. The English 11 (M.E.) teacher should recommend to the administration the next English course that will best benefit the student.

2. The vast majority of students who successfully complete the requirement for English 11 (M.E.) will proceed directly to English 12 (M.E.).

   2.1 They will be reminded that credit to English 12 (M.E.) is not an acceptable entrance requirement to all universities, and that it is their responsibility to complete English 12 if they wish to attend a university in B.C.

3. Students who successfully complete English 11 (M.E.) will be eligible for English 12.

   3.1 The number of students who actually proceed to English 12 is expected to be low.

   3.2 Students enrolling in English 12 will have their suitability for the course evaluated during a probationary period.

   3.3 The probationary period is not to exceed the date of the first interim report.

   3.4 At the conclusion of the probationary period, students whose likelihood of successfully completing English 12 is judged to be low will then transfer to English 12 (M.E.), providing they conform to the criteria of the student profile (Page 8)

4. Students with a strong interest in completing regular English 12 may wish to enroll in English 11 after completing English 11 (M.E.)

EVALUATION

Learning outcomes can be divided into different types: attitudes, learning experiences, skills and knowledge. It is important that the methods, instruments, and techniques for evaluating each category of learning outcomes reflect the individual's progress towards the goals of English 11 (M.E.). Because assessment in this program is not directed primarily at the determination of a letter or grade standing, but towards a program of continuous and varied feedback, it should take several forms: self-evaluation by the student, informal evaluation by the teacher and peers, formal assessment, and tests and examinations. A full discussion of evaluation can be found on pages 9 - 14 of the Ministry of Education publication: English 10: A Resource Book for Teachers. Various tests are available at the P.C.R.C. Exercises included in each unit should also be used for evaluation purposes throughout the year.

ENGLISH 11 (M.E.) RESOURCES

At present, the textbook list published annually by the Ministry of Education, makes no specific provisions for materials for English 11 (M.E.). However, certain materials on this list are appropriate for the course. Some may have been used for other courses.

LITERATURE

Bradbury: Martian Chronicles (Doubleday)

Golding: Lord of the Flies (Western Library)

Hobson: Grass Beyond the Mountains (McClelland and Stewart)

Hipple: Tales of Mystery and Suspense and Teacher Guide (Allyn and Bacon)

Kata: A Patch of Blue (Penguin)

Rockowitz: Insight and Outlook (Globe)

Weber: Read and Think I and II and Teacher's Guides (Methuen)

READING

Gainsburg: Advanced Skills in Reading, Books 1, 2, 3 and Teacher's Editions (Collier Macmillan)

Jenkinson: Be A Better Reader, Books 1, 2, 3, 4, and Teacher's Editions (Prentice-Hall)

Jenkinson: Tactics in Reading, A, B, and Teacher's Editions, (Gage)

Shafer: Success in Reading, Books 1 - 6 and Teacher's Editions

LANGUAGE

O'Hare: Sentencecraft, and Teacher's Guide (Ginn)

Reynolds: Mastering Essential English Skills, and Teacher's Editions (Doubleday)

Strong: Sentence Combining: A Composing Book and Instructor's Manual (Random House)

Additional titles appear on the Overview Chart which follows this page. Books should be ordered by the school principal in April or May on the C.A.I. forms, or directly from the publishers..

Because of the nature of the course, the authors believe the teacher should adopt materials that are appropriate to the particular needs of the class.

OVERVIEW: CORE SKILLS WITHIN A THEMATIC CONTEXT

Skills and interests are developed in the English 11 (M.E.) program by a thematic approach which has been found to be highly motivational with senior students. Five sequential themes appropriate to students' interests serve as focal points around which content and experiences are organized:

A. Man and Himself

B. Communicating With Society

C. Influence of the Media

D. Man and His Community

E. Man and His World

The development of the specific core curriculum skills outlined in the Secondary Guide: English 8 - 12 occurs within the context of these themes.

Man and His World should, however, be allotted more time than other units.

The chart which follows provides an overview of the Grade 11 Minimum Essentials English Program. It indicates both the scope of activities and the suggested sequence of instruction. The 'strand' format of the Secondary Guide is used to provide, for planning purposes, examples of activities for each learning outcome. Because of space limitations on the charts, only items unique to a particular strand are mentioned. for instructional purposes, many of the activities will have to be integrated as occurs in the sample unit which accompanies this book.

A few activities will be ongoing, and will transcend each theme. For example, "Vocabulary" is mentioned on the charts only under the Language strand. Student vocabularies should in fact be developed for each theme and in each strand. Similarly, the mechanics of writing should receive regular instruction throughout the year. Teachers may wish to set up regular programs using such resources as Write Me A Ream, Mastering Essential English Skills, Sentencecraft, Wordly Wise, or Teaching Spelling. These materials could be used daily, weekly, or monthly regardless of the ongoing theme.

THEMES	LISTENING	SPEAKING	READING	WRITING	STUDY OF LANGUAGE VOCABULARY	STUDY OF LITERATURE
MAN AND HIMSELF (Getting to know yourself and the Values around you)	1. Develop a Class Code Behaviour 2. Develop a Social Code of Behaviour 3. Values Clarification Activities 4. Introductions & Self-Introductions 5. Group Dynamics 6. Develop Verbal and Non-Verbal		1. Values Clarifications 2. Suggested Reading List 3. Reading for Character	1. Responses to Values Activities 2. Write Character Description 3. Write a Journal 4. Record/Prioritize Codes Developed in Strand	1. Vocabulary: "Character" words 2. Values Terminology	1. Biography 2. Short Stories "The Lady and the Tiger" 3. Teacher & Student Selected Material
COMMUNICATING WITH SOCIETY (basic information skills)	1. Logical-illogical thinking activities 2. Discussion skills (Read and Think) 3. Group consensus exercises 4. Videotape-news-casting 5. Critical evaluation of speeches		1. Material for Bulletin boards 2. Newspapers - Editorials - Hard news 3. Newsmagazines	1. Write short speeches 2. Debates 3. News reports 4. Editorials 5. Letters to Editor 6. Letters of Complaint 7. Letters for redress	1. Vocabulary development 2. Vocabulary -conciseness, usage verbosity, redundancy, sub 3. Thesaurus, dictionary exercises 4. Main idea-paragraphing skills	1. Literature based on prejudice & judgement
INFLUENCE OF THE MEDIA (using previous knowledge to see how we are manipulated)	1. Analysis of Commercials 2. Discuss Rational for Supermarket layouts 3. Logical/Illogical thinking activities	1. Tapes 2. Ads for Self 3. Role Playing	1. Magazines 2. Newspapers 3. Role Playing	1. Write a Film/T.V. Magazine Review 2. Write a REcord Album Description 3. Write an Advertisement 4. Write a Report 5. Write a Public Address Announcement	1. Logical Fallacies 2. Propaganda 3. Advertising Techniques	1. The Last Canadian 2. Prose of Relevance
MAN AND HIS COMMUNITY (Learning to influence on's social environment)	1. Group Assignment on local gov't. (Council, School Board, etc) 2. Debates 3. Interviews 4. Speeches 5. Discussions		1. Newspaper Comparisons 2. Community issues: shopping, recreation, etc.) 3. Controversial issues	1. Petitions 2. Briefs 3. Reports on a meeting	1. People in the community 2. Attitudes, concerns, Biases	1. Dr. Cook's Garden 2. The Slaughter of the Esquimaux 3. Bless the Beasts and the Children 4. All Quiet on the Western Front 5. Inherit the Wind 6. Lord of the Flies 7. Of Mice and Men 8. Eye of the Storm
MAN AND HIS WORLD WORLD - VALUES (Broadens scope of previous universals)	1. Newscasts 2. Poets & Folkers 3. Kit: "Communications Skills" 4. Fact vs. Opinion Activities 5. Kit:Poetry of Rock Interpretation of values	1. Current Events 2. Investigate Unusual Phenomena 3. Debate - - War - Future	1. Write Paragraphs Expressing Opinion 2. Write Reports 3. Write descriptions	1. Vocabulary Activities 2. Connoting & Denoting Activities 3. Fact/Opinion Activities		1. WAR: THE GREAT ADVENTURE -All Quiet on the Western Front - The Butterfly Revolution - Lord of the Flies - The Chocolate War - Martian Chronicles 2. THE NATURE OF MAN - Of Mice and Men - Bless the Beasts And the Children

THEMES

MAN AND HIMSELF

COMMUNICATING WITH SOCIETY

INFLUENCE OF THE MEDIA

MAN AND HIS COMMUNITY

MAN AND HIS WORLD

ENGLISH 11 (M.E.) THEMATIC UNITS

Included within are activities around which a unit might be structured. An outline format is followed from which teachers might develop lesson plans. The activities should be modified to fit the needs of this particular class. Sample lesson plans based on one of the units are provided at the end of the book.

A. MAN AND HIMSELF

Man and Himself is designed to develop desireable classroom attitudes and expectations through a democratic process. It is also intended to be an introductory section in which the students become aware of their strengths, weaknesses and methods to overcome the latter. The goals stressed in this section include three of the basic five described in the preamble:

Goal 1: Listening

Goal 2: Speaking

Goal 5: Writing

Of these, Speaking should be stressed, especially in the group mode. As well, ancillary goals such as Goal 4: Study Skills, and Goal 10: Knowledge of Self and Society, will be utilized.

According to class maturity, some of the following activities may be unrealistic.

THEMATIC CONCEPTS

1. The rights and responsibilities of the individual
2. The rights and responsibilities of the group
3. Developing a good self image

LEARNING OUTCOMES

By the end of this unit, students should be able to:

1. understand that though we share many characteristic with others, each of us is unique.

2. understand how values are formed and can be clarified.

3. understand than man is social and demonstrate an ability to function effectively in groups.

4. understand the importance of a positive self-concept.

5. recognize and describe positive and negative character traits in themselves and others.

ACTIVITIES

1. Developing a Positive Classroom Atmosphere Through Group Processes

1.1 Introduction Exercises.

1.1.1 - eg - Name Tags.
- Introduce oneself; give one representative characteristic.
- Teacher initiates activity.
- Converse with someone you do not know and initiate a discussion; then introduce this person to class giving a few characteristics you've learned.

1.1.2 - See: 100 ways to enhance self-concept in the classroom.
Learning group discussion skills through Games
Human Values in the Classroom

1.2 Group Dynamics.

1.2.1 The book, Learning Discussion Skills Through Games (in P.C.R.C) identifies 10 essential discussion skills. It includes exercises to develop these skills. Within your school you should have a Read and Think Teacher's Manual. It provides a starting point for work on such skills.
As a test of your class's ability try this exercise:

A. Divide class into groups (use random selection, counting off, etc.)

B. Choose a controversial issue which should separate students into a range of opinions.

C. Ask class to come to consensus within a time frame (10 minutes). (Appoint recorder).

D. Whole class discusses impediments as well as aids, to such consensus.

1.3 Develop classroom rules, standards, expectations as a group consensus exercise; then the class must come to consensus (including teacher)

1.4 Examine and discuss what appears to be the social code prevalent in your school and in your community.

2. Developing a Positive Self-Concept.

2.1 Values Clarification - The aim is for the student to clarify his values for himself, not for evaluation by any other person. The purpose is to provide the student with the process of clarification to understand his values. Students should be encouraged but not forced to share their revelations; ie. mutual respect is a major goal of this program. The PCRC stocks a variety of useful volumes; for example, Values Clarification, 100 ways to enhance self-concept in the classroom, Human Values in the Classroom, Composition for Personal Growth.

A good place to begin is with some form of self-revelation such as an "Autobiographical Questionnaire", "Self-Profile", or "Who Am I"...

2.2 Individual Goal Setting: identification of individual's strengths and weaknesses with some commitment by the student to improve (one area at a time). Diagnostic tools such as writing samples, reading samples, spelling samples, functional literacy checklists should be employed.

3. Understanding Character

3.1 Using an "adjective rating list" students could profile selves and one other in order to see the differences between how one perceives self and is perceived by others.

3.2 Student will describe another person's character (eg. family member, friend, etc.).

3.3 Student should then be able to write a description of a character in a literary work.

4. Developing Verbal and Non-Verbal Communication Skills

4.1 The Kit "Communication Skills" available in some schools and through the DRC deals with effective listening techniques and the elements of effective speaking. It also demonstrates how non-verbal signals affect communication.
Activities should include listening for a specific purpose in contract to undirected listening. Oral activities should proceed from small group to whole class situations.
Non-verbal activities might include mime and charades as exaggerated examples.

ANCILLARY ACTIVITIES

- 'People judge you by your writing'.

  Xerox an example of poor writing.
  Describe the author of the above.

- Write a character description of a family member. Read it to your group.

- Materials -

  - folders

  - graphs

  - collections of student work, which is added to, deleted, revised.

In addition to the activities selected from the samples above, regular and specific skill development should continue in vocabulary, spelling and composition throughout the unit. Time should also be scheduled for individual assistance.

B. COMMUNICATING WITH SOCIETY

Communicating with Society is designed to follow Man and Himself. It is assumed that students now have sufficient self-confidence and motivation to begin an examination of their society and to acquire and use the skills needed to be effective members of their society. Skills of the following goals are stressed:

Goal 3: Reading

Goal 5: Sentences*

Goal 7: Vocabulary

Goal 8: Media

Goal 6: Prose Writing

THEMATIC CONCEPTS

1. Some methods of communication are more effective than others.

2. Different sections of the newspaper have different functions.

3. Correct usage is an integral part of effective communication.

* NOTE: GOAL 5 IS AN APPROPRIATE POINT TO INCLUDE THE STUDY OF LANGUAGE USAGE, SENTENCE CONSTRUCTION, AND VOCABULARY.

LEARNING OUTCOMES

By the end of this unit, students should be able to:

1. list the means of communicating within the community.
2. enumerate the roles played by a newspaper
3. pick out the main idea of editorials
4. develop specific points of view focusing on community issues
5. write a business letter
6. recognize the elements of a news item
7. recognize impediments to effective communication
8. communicate an idea effectively through a selected activity
9. recognize the major impediments to effective communication found in:
   - dangling modifiers
   - punctuation
   - paragraphing
   - cliches
   - vocabulary
   - slang and jargon
   - sentence variety
   - malapropisms
   - failure to consider audience
   - levels of usage.

ACTIVITIES

1. Basic Information Skills - The Bulletin Board

   Purposes or Advantages of the Bulletin Board.

   a) Encourages reading in neglected areas.
   b) Fosters an awareness of different sources.
   c) Fosters an awareness of different issues.

1.1 Current Events - Internal

Have the students gather information on activities in the school for a week. These could be divided into such groups as:

a) Sports
b) Fundraising Activities
c) Field Trips
d) Clubs/Meetings
e) In class ie. homework
f) Student Council Report
g) Grad Committee Report

1.2 Current Events - External

Local/International Bulletin Boards. Have the students identify issues of concern.

a) Follow the development of an issue - day by day.

b) Research the background of an issue.
e.g. Assign issues to groups to do a + b.
Oral report, up-dating, posting bulletins,
end-of-week report: "This Week in Review"

c) Class discussions - Identifying Pros and Cons.

d) Vocabulary Building using examples from Bulletin Board - becomming aware of loaded/connotative words or phrases.

e) "This Week In Review" - Written report. Class

f) "This Week In Review" - Videotape. T.V. Anchor format.

2. Basic Information Skills - The Newspaper

Class sets of a single edition are available and desireable.

2.1 Examination of the parts of the newspaper.

2.2 The News Story.

a) Compare Prose Style to News Story Style - location of Why, Who, Where, When & How.

b) Discuss the need for objectivity in reporting (reinforce connotative language 1.2.D)

c) Divide into groups and each group presents one issue two different ways - one as an objective news report and one as a subjective - emotional view of the same report.

2.3 The Editorial.

Three basic skills can be emphasized using the editorial.

a) Identifying the main idea and supporting details as a summarizing skill.

b) Identifying and evaluating points of view.

c) Writing - to persuade and thus reinforcing a and b. The topic to be written on could grow from a class discussion of a controversial issue.

2.4 Letters to the Editor.

Letters to the editor could be a logical response to "The Editorial." (2.3)

a) Review the letter format compared to friendly letter.

b) Collect 'Letters to the Editor' for a bulletin board.

A discussion on effective letters and rate examples in order of effectiveness (Note: The teacher should choose letters that have a wide range of effectiveness).

c) Establish what makes an effective letter.

d) Practise writing "Letters to the Editor" emphasizing paragraphing skills ie. main idea and supporting details, (if possible)

e) Sentence combining exercises

f) Letters for information

g) Letters of complaint

3. Ineffective Communication

It is necessary for the students to recognize the major impediments to effective communication.

3.1 Exercises and writing examples are recommended in the following areas:

a) dangling modifiers

b) punctuation

c) paragraphing - logical paragraphing and orderly transition

d) cliches

e) slang and jargon

f) malapropisms

g) levels of usage

Whenever possible, use examples from "Out There"

3.2 Speaking effectively

Each group could be given the same written speech containing problems from part 3.1. The group proof reads and edits the speech and a member tapes it. The group listens and contributes ways to improve the oral presentation. Among the things the students are listening for are:

a) pauses
b) um's and ah's
c) repetitions (you know, like ...)
d) monotones
e) clarity of tone
f) mispronunciations
g) feeling

Once a tape has been approved, the groups compete. Judging could be done democratically.

3.3 Conciseness Exercise

a) Usage - exercises. (whether, weather, alot, alright device - devise, etc.)

b) Verbosity

Common proverbs made verbose through long-winded purple prose. Identify the kernal. eg. "There is quite often the danger of over precipitation which precedes the clearing of cumuloinmbus clouds and the subsequent re-entry of solar radiation into the atmosphere."

c) Redundancy - be aware and avoid "wee little house", "can't scarcely", "more better", etc.

d) Substituting one appropriate word or five or six smaller words:

eg. "All of the boys and girls in the classroom where English was taught had enjoyable activities which they did outside of the schools."

Translation: All the English students had hobbies.

e) Thesaurus and Dictionary assignments would be appropriate at this time.

4. Consequences of Ineffective Communication

This section is intended to demonstrate to the student the potential hazards of ineffective communication, which foster prejudices and snap judgements. There are many examples found in literature and film. Therefore, the following list provides the teacher with some sources:

Short Stories: The Unpopular Passenger (Voices 3)
The Moose and the Sparrow (Voices 3)
The Hot Dog Stand (Sams) (Martian Chronicles)
Charly (Flowers for Algernon)
Fastest Runner of 61st Street by James T. Farrell

Novels: Of Mice and Men

Poetry: Richard Cory

Plays: Offshore Island

Film: Neighbours
Eye of the Beholder
The Night the Ghost Got In (Thurber - short story)

In addition to the activities selected from the samples above, regular and specific skill development should continue in vocabulary, spelling and composition throughout the unit. Time should also be scheduled for individual assistance.

C. INFLUENCE OF THE MEDIA

The purpose of this section is to help students realize how the various media attempt to influence our decisions and opinions. Advertising techniques are useable examples to instill such an awareness. The Writing and Vocabulary skills developed in the previous sections are re-inforced in this unit and there is a further stress on such primary goals as:

Goal 1: Listening

Goal 2: Speaking

Goal 3: Reading for Information and Interest

Goal 7: Vocabulary

Secondary goals included are:

Goal 8: Mass Media

Goal 4: Student Creativity

Goal 6: Prose Writing for Communication

THEMATIC CONCEPTS

1. The media uses a variety of techniques to influence our decisions and opinions.

2. The better these techniques are recognized and understand, the more the student will become a critical member of society.

LEARNING OUTCOMES

By the end of this unit students should be able to:

1. Understand the vocabulary and techniques of propaganda.

2. Recognize the techniques of advertising.

3. Identify the values of society promoted by the media.

4. Promote an idea using a variety of techniques.

ACTIVITIES

NOTE: The following is brief because this unit has been developed more fully to indicate the extent to which all topics and activities within this book must be expanded for daily and weekly lesson planning.

1. Advertising: Forms and techniques

   a) Prepare a bulletin board of effective ads.

   b) Collect tape excerpts of radio and television ads.

   c) Have students examine vocabulary, tonality, and visual effects.

   d) Determine the emotional appeal(s) of the ads.

   e) Determine the basic message of the ads (ie. what quality regarding the product is stressed on promised?)

   f) Possible discussion of the morality of advertisement - prepare an "honest ad" avoiding puffery and weasel words and comment on its effectiveness.

g) Examine the role and value of humour in ads.

h) Mount an idea campaign for a particular product (i.e. your teacher, etc.)

2. Propaganda

a) Terminology - judgements, facts, deductive and inductive reasoning, generalizations, analogies, casual relationships, logical fallacies propaganda devices, (hasty generalization, Name calling, gathering generalities, plain folks, bandwagon, card stacking, poisoning the well, red herring, transfer testimonials). These terms are discussed in detail in the lesson plans at the back.

b) Preview Read and Think

c) Provide examples, and have students determine techniques used.

d) Have students conduct a political campaign using various techniques.

e) Have students examine "Letters to the Editor" to find examples of propaganda techniques.

f) Major Prose Assignment
- See suggestions in sample lesson plans accompanying this theme.

In addition to the activities selected from the samples above, regular and specific skill development should continue in vocabulary, spelling and composition throughout the unit. Time should also be scheduled for individual assistance.

D. MAN AND HIS COMMUNITY

The intent of this section is to make students aware of concerns, conflicts, issues, and biases, that are inherent in communities and groups, and to make them aware of ways in which they can have input into their society. By this time students should possess the requisite self-confidence and organizational skills to justify and emphasis on speech-making, debating and arriving at informed opinions. The Primary goals: 1, 2, 3, 4, receiving emphasis in this theme are:

Goal 1: Listening

Goal 2: Speaking

Goal 3: Reading

Goal 4: Study Skills

Secondary Goals include:

Goal 8: Mass Media

Goal 6: Writing

THEMATIC CONCEPTS

1. People are a product of and a reflection of their environment.

2. Community concerns, attitudes and biases will vary according to the nature of the community.

3. Methods are available to the individual to influence the concerns, attitudes and biases of the community.

4. Literature may be studied as a medium which delineates opposing concerns, attitudes and biases.

LEARNING OUTCOMES

By the end of this unit, students will be able to:

1. understand why they live where they do and in what ways they reflect the concerns, attitudes and biases of the community.

2. express their concerns, attitudes and biases through speaking and writing.

3. identify differing concerns, attitudes, and biases of different types of communities.

4. explain differing concerns, attitudes and biases as displayed in literary forms. (Note - This objective would be an extension of the English 11 (M.E.) course and perhaps would not be pursued. This would depend on the nature of the class. The objective could also be presented concurrently with the more "practical" elements of this course.)

SUGGESTED SOURCES:

The student's own background and attitudes.
Newspapers from varying communities.
"Slaughter of the Esquimaux" (Man's Search for Values)
"Dr. Cook's Garden" (play) Ira Levin
"Inherit the Wind" (play)
Bless the Beasts and Children (novel)
All Quiet on the Western Front (novel)
Lord of the Flies (novel)
Of Mice and Men (novel)
"Eye of the Storm" (film)

ACTIVITIES

1. WHERE PEOPLE LIVE:

   1.1 Investigate family origin through the creation of a family tree or through a tape interview with older members of the family.

   1.2 Prepare question regarding why people live in Prince George, what their feelings are about Prince George, why they feel that way and what their aspirations are regarding their future in society.

   1.3 Students could interview each other.

   1.4 Students could present their interviews orally.

   1.5 Students could write the interview in prose format.

OUTCOMES

The student would practise listening, speaking and writing.

2. NEWSPAPER COMPARISON OF COMMUNITIES:

   2.1 Compare the Vancouver Sun with the Prince George Citizen regarding format, size, advertisements, employment opportunities, and percentage of local/international news.

   2.2 Examine editorials and the letters to the editor to determine issues of concern to the two communities.

   2.3 Have the student write a letter to the editor expressing his/her opinion on an issue.

2.4 Have the students debate, write speeches or expository assignments explaining and developing their opinions.

2.5 Have the students interview members of the community who have differing concerns, attitudes and biases.

2.6 Examine various reasons for similar or varying attitudes.

The student would practise listening, reading, speaking and writing skills.

3. EXAMINATION OF COMMUNITY BIASES:

3.1 Have the students read something which presents differing values such as "The Slaughter of the Esquimaux."

3.2 Discuss the values displayed and the results of the differences.

3.3 Define the terms "bias", "natural", "traditional".

3.4 Relate these terms to the newspaper analysis of values and concerns, and biases.

3.5 Determine reasons why people acquire bias. The film "Eye of the Storm" is helpful.

The student would practise reading, speaking, listening, writing and evaluative skills.

4. <u>METHODS OF COMMUNICATING CONCERNS, ATTITUDES, AND BIASES:</u>

4.1 Group work assignment to attempt to affect change in the class, school or community.

4.2 Determine a concern, attitude or bias that could be challenged.

4.3 Prepare debates, briefs, reports, speeches or refutationson an established position or policy.

4.4 Go through the appropriate steps to initiate change.

4.5 Evaluate the success or failure of the project and discover reasons for the success or failure.

The students will practise reading, writing, listening, speaking and evaluative skills.

5. AN ANALYSIS OF NATIONAL, COMMUNITY OR INDIVIDUAL VALUES DISPLAYED IN LITERATURE:

5.1 Have the students read a variety of literature that delineates varying values.

5.2 Pursue the reasons behind the varying values and examine the results of said differences.

5.3 Determine the students responses to the delineated values and discuss their reasons for their choices.

The students will practise reading, writing, listening, speaking and evaluative skills.

In addition to the activities selected from the samples above, regular and specific skill development should continue in vocabulary, spelling and composition throughout the unit. Time should also be scheduled for individual assistance.

MAN AND HIS WORLD

The purpose of this section is to expand on the previous theme by focussing on issues larger than community ones. Here, universal concerns such as the causes and effects of war and nationalism and the nature of man will be examined mainly through literature. Because the goals stressed are primarily those which have been categorized as extensions of the basic program, it is advised that:

1. this section not be attempted until mastery of primary skills is assured;

2. an adequate knowledge of secondary skills is evident;

3. because of it potential length, teachers should not overly concern themselves if this section is only partially treated.

All primary goals are emphasized in this theme. Secondary goals include:

Goal 10: Knowledge of self and society

Goal 6: Writing.

Tertiary goals emphasized are:

Goal 9: Enjoying Literature

Goal 11: Knowledge of Literature

Goal 12: Reading Literature

Goal 13: Canadian Literature

NOTE: This section might be appropriate for only a certain individual or group within the class.

ACTIVITIES

WAR - THE GREAT ADVENTURE

1. Study a novel or film on war.

   1.1 Concentrate on stereotypes, propaganda, the glorification aspect.

   1.2 Alistair McLean King Rat; parts of King Solomon's Mines.

THEMATIC CONCEPTS

1. The causes of war, as explored in literature.

2. The effects of war, as explored through literature.

3. The relationship between values and nationalism.

4. Various writers' beliefs of the nature of man.

5. Various writers' beliefs in the future of man

LEARNING OUTCOMES

By the end of this unit, students will be able to:

1. state the themes of a representative sample of literature selected from Lord of the Flies, The Martian Chronicles, The Butterfly Revolution, Bless the Beasts and the Children, The Chocolate War, All Quiet on the Western Front, etc.

2. Outline a best-selling war novel or film.

   2.1 Plot - the quest
   - the task

   2.2 Characters - the cold leader
   - the thief
   - the coward
   - the scared kid
   - stereotypes

   2.3 Conflicts - climax - ending
   - motivations - duty

   2.4 Oral presentations - class critical evaluation

3. Stereotyping Themes.

   1. "The noble cause - the noble warrior"

   2. Heroism vs Cowardice - "for King and country"
   - "my country, right or wrong".

4. Counterpoint.

   4.1 present these as a contrast to the preceding unit

   - The Last Canadian

   - The Offshore Island

   4.2 Because of time and book limitations, stress poetry

   - All Quiet - The Terrible Rain (Anthology of W.W.I poems)

   - Offshore Island

4.3 Take two poems

- Prove that one has a traditional view and one is contemporary.

- Both anti-war; one cerebral and one vivid.

- Analyze how both poets achieve the same effect but use different methods.

- Terminology - Irony, Understanding, Symbolism, Sarcasm, Conflicts, Imagery.

5. The Firing Squad.

Lead in with concept: "A World Without War".

Coral Island - discuss premises -- don't have them read it.
Myth - Counterpoint

Lord of the Flies - (could use film if you have time)

- Consider theme implicit in Lord of the Flies re: man's basic savagery. Then - in order to assess its validity - you might wish to:

1. Give for discussion, "there is no such thing as an act or deed which, no matter how unselfish it appears, is not, in some way, self-serving."

2. Find examples in newspapers, magazines, etc. of examples of man's basic decency, generosity, honesty.

3. "What is the ratio (in a newspaper) of 'bad' to 'good' stories about us? Is there an explanation for this ratio?

4. Possible counterpoint literature:

   Bless the Beasts and the Children (film except in DRC)
   Blake's Little Black Boy
   "Gift of the Magi", O. Henry
   Of Mice and Men

- To contrast man's evil - man's striving for perfection - dreaming that the future will be better -- "I have a dream" speech of Martin Luther King.

Of Mice and Men - the dream - the ranch

- possible assignment - biographies of great humanitarians - Schweitzer, King, St. Francis, Howard Hughes.

SCIENCE FICTION -

1. Possible link from previous section: Suggested Sources

   1.1 "Offshore Island" / Lord of the Flies - pessimism
   1.2 The dream - future Utopia - will science bail us out?
   1.3 The reality - as seen by Bradbury
   - the Veldt (DRC) film
   - "There will come soft rains" (Martian Chronicles)
   - "And the Moon be Still as Bright"; the Offseasons (MC)
   - End with "the Martians" (M.C.)
   - "The Machine Stops" (18 Stories)
   - "The Feeling of Power. (Man's Search for Values)

SCIENCE FICTION: CHANGING TECHNOLOGY AND LIFESTYLES

2. Based on statistics that 75% of the articles in a store did not exist 10 years ago:

   2.1 analyze a recent Sears catalogue
   2.2 bring from home a post 1975 article; analyze its construction, price, use (utilitarian, luxury?)
   2.3 compare Sears catalogue with old turn-of-the century Eatons or Sears-Roebuck catalogue
   2.4 develop a gift list for a family of 4, thirty years from now

3. Poem - short story; reflecting an optimistic or pessimistic view of the future.

4. Daily schedule for a worker: future

5. Design a floor plan for house: future

6. Design leisure and formal clothing: future

7. Draw an alien landscape

8. Draw a Century 21 urban complex

9. Description of warfare: future

In addition to the activities selected from the samples above, regular and specific skill development should continue in vocabulary, spelling, and composition throughout the unit. Time should also be scheduled for individual assistance.

Secondary

Student _____

/ = introduced;
x = mastered;
Record-keeping Symbols: — = reinforced

	19__	19__	19__	19__	19__
1. Reading Skills					
1.1 Auditory Discrimination					
1.2 Structural Analysis					
1.2.1 Verb Endings					
1.2.2 Plurals					
1.2.3 Other Endings					
1.2.4 Contractions					
1.2.5 Compound Words					
1.2.6 Prefixes, Suffixes, Root Words					
1.2.7 Posessives					
1.3 Comprehension					
1.3.1 Main Idea					
1.3.2 Supporting Ideas					
1.3.3 Sequencing					
2. Listening Skills					
2.1 Main Idea					
2.2 Directions					
3. Speaking Skills					
3.1 Oral Reading					
3.2 Relate Experiences					
3.3 Who, What, Where, Why, When Questions					
3.4 Public Speaking					
4. Writing Skills					
4.1 Capitalization and Punctuation					
4.2 Grammar					
4.2.1 Parts of Speech					
4.2.1.1 Nouns					
4.2.1.2 Verbs					
4.2.1.3 Pronouns					
4.2.1.4 Adjectives					
4.2.1.5 Adverbs					
4.2.2 Subject - Predicate					
4.2.3 Pronoun Reference					
4.2.4 Verb Tense					
4.3 Sentences					
4.4 Paragraphs					
4.5 Spelling					
4.6 Letters					
4.7 Forms					
4.7.1 General Information					
5. Organizational and Information-Receiving Skills					
5.1 Locate Information					
5.2 Reference Skills					
5.2.1 Dictionary					
5.2.2 Encyclopedia					
5.2.3 Handbook					
5.2.4 Directory					
5.2.5 Newspaper					
5.2.6 Propaganda					

THIS CHECKLIST INDICATES THE MINIMUM SKILLS TO BE MASTERED BY PUPILS WHO CONTINUALLY EXPERIENCE DIFFICULTY IN ENGLISH. IT IS NOT TO BE CONSIDERED THE STANDARD FOR ALL PUPILS.

TEACHER COMMENTS

for

ENGLISH 11 (M.E.)

This sheet is included to provide you with a format for recording your comments, recommendations, suggestions, and criticisms of English 11 (M.E.). Please become a part of the project by completing it, and telephoning your remarks to Curricular Services, 564-1511, or mailing them to the Central Office.

COMMENTS: Strength, weaknesses, etc.

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RECOMMENDATIONS:

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CONCERNS:

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NAME: _____

SCHOOL: _____